Mrs. C Findings

Teacher Directions

A pattern of teacher directions emerged after analysis of each day. First, the teacher reviewed housekeeping issues in terms of science assignments. Next, the teacher gave directions in terms of what the expectations were for the goals to be met for the project.

“The first task is to give your group a name,”

The teacher says to the entire class, “You need to discuss where you are today because next Monday I need a project that shows what your problem is and your proposal.  Even your project description.  You need to map out and discuss where you are today to where you are going to be tomorrow.”

The lead teacher says to brainstorm a topic that will help solve an environmental problem for the school.

Next the teacher moved to more process language that encouraged the students to work with their group member to meet daily goals.

The teacher leaves group 6 and says, “You guys need to have a discussion about what your final product will be.”

The teacher leans over and talks to group 4.  She says, “Make sure that someone is writing this down and taking notes.”

Finally, the teacher ends the class with a time warning and instructions as how to end their work as groups.

Teacher Content

Content was delievered from many sources throughout the room. Althought the teacher discussed the content many times whtoughout the contiuation of the project, she mostly turned content in the form of questions that stirred thinking with in the students.

“What do you observe?”

“How would you recycle the water?  What would you do?  Where does the water come from?  Where does the water go?

“Where will you put the compost pile?  How will it work?”

She also offered suggestions for resources so that the students could find the information that they needed. “You would have to do some research on what is a healthy pond?”  
The teacher offers possible research questions.

“You should be able to ask city water for a water bill.”

"Usually, you put compost near a garden," the teacher says.  "Do you want to start a garden, a flower garden?"

"So you might think that.  Another option to consider is to think about a place without a lot of traffic.  We want a place you have access to but you don't want it sitting out front."

"You are doing the PSA about recycling?  So for you guys, the map would be about the location of our school.  It is not about one specific place in the school.  We know that it is a more widespread problem, but for the problem you are working on.  There is a recycling center called Roundbottom Recycling

Group 5 asks to get help finding a website for Miami University so they can ask them if they can get help sending their Styrofoam trays to be compacted.  The teacher tells her to look at the website under recent news.

Teacher Clarification

The teacher used clarifying language to explain her thinking about the project and the decisions that she had to make in getting started.

I do have your groups.  I did use your job applications.  Most of you got your first or second choice.  Some of you did not turn them in.”

“Two groups have 5 people, so one person in the group doesn't have an assigned role.

Much of her clarifying language, especially early on was in for thform of checking in with each group and asking questions to see if the group member had throught out their plans.

“How are you guys doing?”

“Those could be two separate issues or related to each other.  You would have to do some research on that.”

“What are you guys doing?”

Three students asked how many slides that they needed.  The teacher answered,” kinda like a woman’s skirt, long enough to cover the important stuff and short enough to be interesting.”

“Orange boy, do you need help? Is this something I can help with,”

Teachers also clarified technology related issues with equipment use.

“We don't have a video camera.  Intervention specialist says, “They are charging.”

“Where is the flip cam?” He asks if he can take it home.

Teacher Behavior Redirection

The teacher redirected behavior a total of 10 times in the 9 days of observations on the project. 4 of those redirections were during the presentation time at the end of the project as there were technical difficulties which led to a enlongated wait time for the presenatation to start. The redirection of behavior consisted of the teacher commenting on the behavior or asking a question which indicated displeasure with currecnt behavior.

Groups 1 says, “No,” very loudly. The teacher says, “Guys, take it easy.”

Why are you taking a picture of your shoe?" Boy says because it looks different.

You should have discussed this with the group.

The intervention specialist says, “You and boy from group 2, are you in that group?”  
She says, “No, we are just looking at what they are doing.”  She tells them to go to their group.

All of the students are watching the slide except for all of the students who are in front of computers and maneuvering computers.  Intervention specialist tells group 1 and 2 that they need to be done with it.

T interrupts and says guys you need to be quiet.

Teacher Technology

The teacher instructs the students how technology use and possiblities of how to use it in the project.

The teacher talks to group 1 about the digital camera.  The teacher explains how to tell how much the camera is being charged.

Teacher sits down with group 5 and talks about getting an email to be able to do a Prezi.

Mrs. Carlier can you show me how to save this.  She come over and uses mouse murmuring quietly.  She goes to get a flash drive.  She talks to another student about what is charged

The teacher says, ‘Whoever the technician is, save the documents on the flash drive.

Sweet girl and Nirvana are sitting and listening to the intervention specialist gives orange boy instructions.  She is explaining how to lay out PowerPoint slides.  “You can do a blue border.  Click on preview,” she says.

The intervention teacher helps the group 3 on the computer. A male student is trying to find a Google Earth image of the school, the intervention specialist tells the teacher.

The teacher tells her to go to map quest and find the satellite image.  The teacher walks him through the process.

The teacher admittedly was not an expert at using the technology and at one point explained that she had a ‘laundry list’ of questions for the district technology coordinator when she could meet with him. At points, the language around technology was in learning how to use the technology through experiementation or through instruction from her students.

The intervention specialist asks the teacher to come over and show her how to make a folder for her pictures.  Dark hair boy asks if they need a new folder.  The intervention specialist asks if he knows how to do it.  He tells how to do it.  He takes the computer and makes the folder.  He says he has done it at home.  He shows the intervention specialist and girl the steps on how to do the folder. The intervention specialist says to the teacher that Josh figured it out.  The teacher asks Josh to show her how to make folders.  He tells her.  The intervention specialist says, “That is why I love kids.”

Leave this open and we will work on getting then pictures embedded into the file.  I learned something about that yesterday that I didn't know before, so whaooo.

The teacher says, “This is the first time we have done it.  They are not having any luck with sound.”

The intervention specialist says, “Okay. I will play around with it.”  She helps the girl with finding and saving it.  “Oh, there it is!” She says.

Teacher Off Topic Language

Three instances of off topic anguage were observed. One was comments on an injury a student had by slamming his finger in a locker. The second comment came from a student who asked the teacher how she bought the flicams that were used in the digital backpacks. The last is the intervention specialist explaining to the teacher her absence.

Group 5 boy is playing with tissues.  Intervention specialist asks if he is ok.  “Did you slam it into a locker?” She tells him to wash it out. Teacher is not in the room.

The teacher says, "I ordered it with the money that I got from the grant.  It was about 150 dollars."